

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !



family name BILIĆ
initials KB given name KLARA
student number [redacted]
street & no. [redacted]
zipcode & city [redacted]
country [redacted]
phone [redacted]
email [redacted]

Your master programme (only select the options that apply to you):

IDE master(s): ☐ IPD ☒ Dfl ☐ SPD

2nd non-IDE master: _____

individual programme: _____ (give date of approval)

honours programme: ☐ Honours Programme Master

specialisation / annotation: ☐ Medisign

☐ Tech. in Sustainable Design

☐ Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair Prof. dr. Hekkert, P.P.M. dept. / section: DA/ID
** mentor Dr. ir. Sonneveld, M.H. dept. / section: AED/ID
2nd mentor Mayra Kapteyn
organisation: Ink Studio
city: Amsterdam country: Netherlands

comments
(optional)

...

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.



Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Prof. dr. Hekkert, P.P.M.date 12 - 03 - 2020

signature

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signed by
phekkert
Date:
2020.03.12
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CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair.
The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 27 ECOf which, taking the conditional requirements into account, can be part of the exam programme 27 EC

List of electives obtained before the third semester without approval of the BoE

☒ YES all 1st year master courses passed

☐ NO missing 1st year master courses are:

name _____

date 20-3-2020signature CB**FORMAL APPROVAL GRADUATION PROJECT**

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks?
- Does the composition of the supervisory team comply with the regulations and fit the assignment?

Content: ☒ APPROVED ☐ NOT APPROVEDProcedure: ☒ APPROVED ☐ NOT APPROVED

comments

name Monique von Morgendate 30-3-2020signature MvM

Researching the uneasiness of sexual exploration among young adults

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 11 - 03 - 2020

28 - 07 - 2020

end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

This graduation project is an extension of individual work for the course Vision in Product design, a 3ECTS elective course. In ViP, I was researching sexual satisfaction in young adulthood relationships, focused on youth age range (15 to 21 years old) and the taboo of open conversation around sex. The research was strictly around this age group and understanding what encourages, but also discourages youth from enjoying exploring sexuality, seek help if needed and find answers on sex-related questions.

During the course, I noticed that this issue is not only present among youth that are exploring for the first time but is quite common among young adults (age range 18 to 35), where sex is (often) considered a regular part of life. There is an apparent dilemma between wanting to explore sex, but being afraid to do so in reality. Consequently to that, pressure, unrealistic expectations, anxiety and even shame stop us from enjoying intimate moments with our partners.

The current context is unique - there is endless information online available to us about sex, and sexual satisfaction is a frequent topic. However, different media still often presents sex as a consistently fantastic experience, where everything goes smoothly. We still somehow believe sex should look, sound or feel like in the movies or how sex manuals write about it. While in reality, it often does not. Although it is perfectly natural to be curious and wanting to experience that heated, erotic passion we see on screen, we are kind of obsessed with this idea that all sex has to be "great sex".

What do we consider as "great sex"? Furthermore, why do we sometimes think our current sexual experiences do not fall under great? Most importantly, why do we believe the solution to our sexual satisfaction is sex itself?

In this graduation project, I see many opportunities in tackling this uncomfortable fear of exploration and turning it into an irresistible drive. Instead of desperately striving to achieve this unknown definition of "great sex", maybe our satisfaction lies in experiencing something else with our partner. Or in a different way, setting and context. I want to research the current ideas/expectations about sexual intimacy between partners to understand the unique user needs. With this, I hope to create this explorative journey into a tempting one, rather than uneasy.

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Personal Project Brief - IDE Master Graduation

introduction (continued): space for images

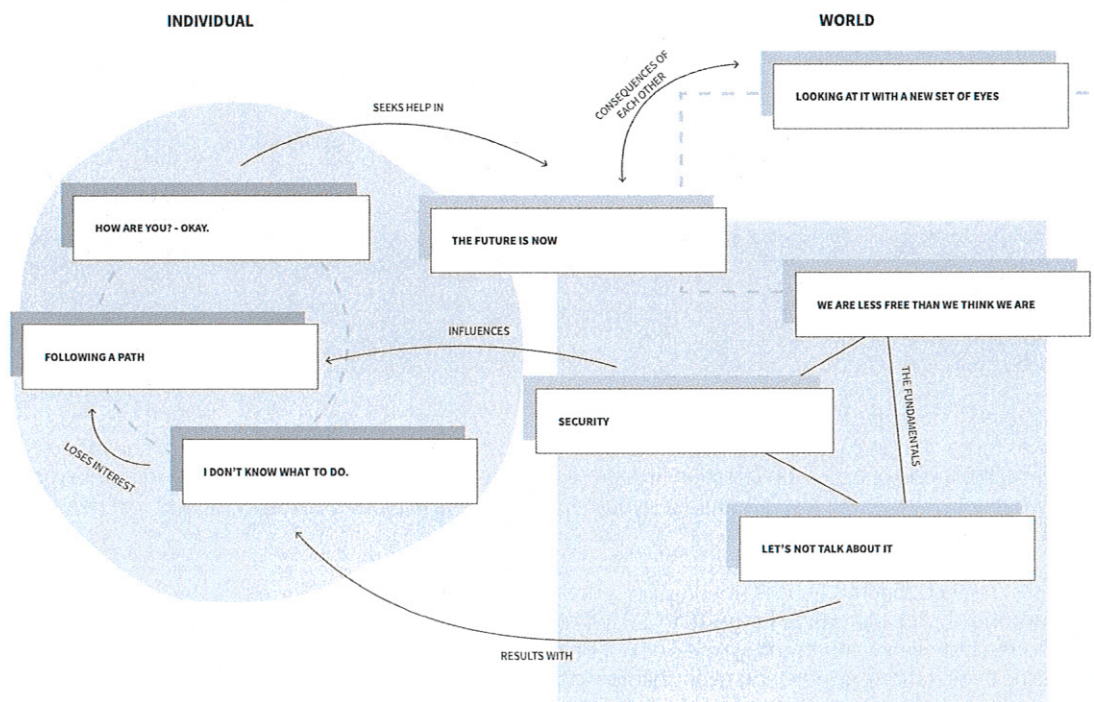


image / figure 1: Worldview about the topic made during ViP course, showing the complexity of different factors

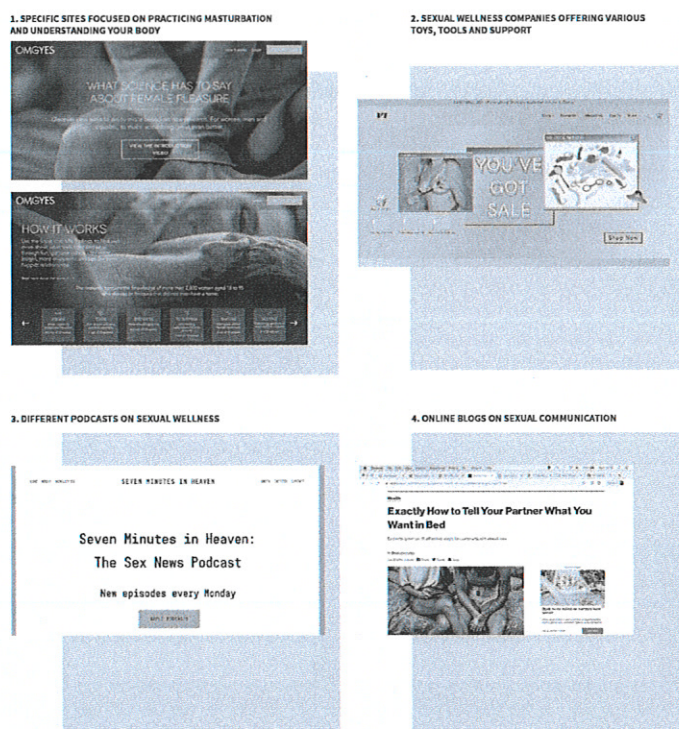


image / figure 2: What current context offers - different ways to explore and understand sexual wellbeing

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

In this project, I want to inspire young adults to explore their sexuality, by shifting the pressure of finding answers immediately, to enjoying the process of exploring.

Sex is a standard part of life for most adults, yet we find it difficult to effectively and openly talk about it. It is also interesting to know that in most romantic relationships, partners have difficulty telling each other what pleases and displeases them sexually (Byers, E. S. 2011). There is a need among young adults to explore sex, but also fear of exploring at the same time. I am curious to understand where this fear is coming from. I see a significant opportunity in turning this moment into a positive, pleasurable one, rather than in a moment of hopelessness, confusion and pressure.

I want to research how we perceive a healthy, satisfactory sex life, but also how do we perceive the ideal sexual experience and why. In finding out these answers, I hope to get a detailed overview of the current context, which will help me learn the unique user needs necessary for the final concept.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

In this graduation project, I would design a product/service which would inspire young adults to explore their sexuality, by shifting the pressure of finding answers immediately, to enjoying the process of exploring. I would like to deliver a concept of a product/service which is tested, with clear business aspects and has potential to grow once the graduation project is done.

I plan to understand how different media depicts sex, and I will do this through researching movies, books and other sources, to be able to understand the current context fully. Furthermore, I will study what different partners believe sexual satisfaction is. The primary method I will be using during the project is VIP. I also plan to use other design tools and techniques gained at different Dfl courses such as Design for Emotion, Context and Conceptualizing and PUUE.

Because this is a project I am doing with a client as well, I will have access to various research and guidance from a professional design environment. Furthermore, I am excited to learn the strategic, entrepreneurial approach in inclusivity from Ink Studio, so that I understand how these topics are addressed in a non-academic context.

Also, sex is a very personal topic, so I expect some difficulties in finding participants for interviews and other research. This is as well an opportunity of working with a company and mentors who are experienced in user research. Nevertheless, my goal is to promote a healthy discussion, hoping to find honest answers. I do not expect to completely change the way different individuals perceive sex or to convince someone that their sexual satisfaction in a relationship is unsatisfactory. Quite the opposite - I will do my best to approach this project from a respectful and ethical stand.

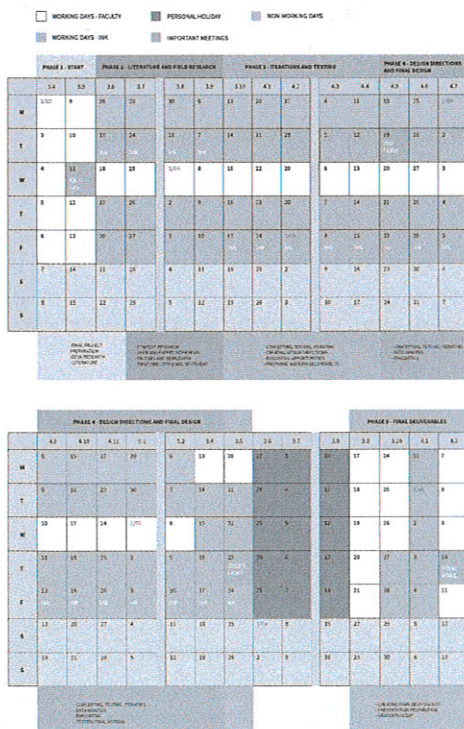
PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 11 - 3 - 2020

28 - 7 - 2020

end date



References:

References:

1. Nagoski, E. (2015). Come as you are: The surprising new science that will transform your sex life. Simon and Schuster.
2. Lykins, A. D., Janssen, E., & Graham, C. A. (2006). The relationship between negative mood and sexuality in heterosexual college women and men. *Journal of Sex Research*, 43(2), 136-143.
3. Yatham, S., Sivathasan, S., Yoon, R., da Silva, T. L., & Ravindran, A. V. (2018). Depression, anxiety, and post-traumatic stress disorder among youth in low and middle-income countries: a review of prevalence and treatment interventions. *Asian journal of psychiatry*, 38, 78-91.
4. Kleinplatz, P. J., Ménard, A. D., Paquet, M. P., Paradis, N., Campbell, M., Zuccarino, D., & Mehak, L. (2009). The components of optimal sexuality: A portrait of "great sex". *Canadian Journal of Human Sexuality*, 18(1-2), 1-13.
5. Byers, E. S. (2011). Beyond the birds and the bees and was it good for you?: Thirty years of research on sexual communication. *Canadian Psychology/Psychologie Canadienne*, 52(1), 20.
6. Ménard, A. D., & Kleinplatz, P. J. (2008). Twenty-one moves guaranteed to make his thighs go up in flames: Depictions of "great sex" in popular magazines. *Sexuality & Culture*, 12(1), 1-20.

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge on a specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... Stick to no more than five ambitions.

My personal experience of sexual trauma inspired me to research this topic further. For the majority of my life, I never categorised the instance I experienced as a traumatic one until I started noticing that my body and mind do not cooperate well during sex. Overthinking my moves, feeling pressured, confused - those were just some of the sensations I experienced. Because of this, I had trouble communicating what I need to my partners. Unfortunately, I was not able to find answers in traditional sources, since the cultural presentation of sex was still focused on how it "should" be. Therefore, I did not have the proper tools to take care of my sexual wellbeing and was continually trying to achieve the media promised sexual ecstasy.

My interest in psychology and human behaviour made me choose Dfi in the first place as a logical continuation of my design studies. Growing up in a country where activism is collective, I always wanted to combine design with social topics. I was an active member of regular women's marches in Croatia, and LGBTQ+ pride walks. This experience opened my eyes. I have noticed that deeply rooted reform will never happen through aggression and that we often follow specific paths because we are not familiar with alternatives. I have learned that systemic, educational and positive narrative around taboo topics stimulates the society to open up gradually. During my third semester at IDE, I took electives such as Deep Dive, ViP and Design for Emotion where I gained specific methodological knowledge when researching complex topics. It helped me understand that the source of a problem is often more profound than we can imagine. To come up with the best possible solution, I have to understand several other factors that may have an impact. This is as well one of the opportunities I see in my graduation project, where I would like to inspect multiple factors around sex and sexual wellbeing.

Another personal ambition I hope to gain during this project is learning how to talk about sensitive and private topics to real users, without biasing the outcomes. I believe my faculty and company mentors for this project are excellent guidance for me because of their professional skills in design research, design methods, and working in social design contexts. Moreover, I had an opportunity to attend the Dfi specific course Reflection on Design, where Marieke and Paul are coordinators which strengthens the faculty teamwork of this project. During the course, I've learned a lot about the importance of quality of life, so I have no doubt they will help me understand this matter even more in-depth. I was also a PUUE student assistant for Paul Hekkert's course and attended ViP elective as well, which inspired me to use ViP as the primary research method. During this elective, I've had the pleasure of meeting Anna from Ink Studio and got inspired by her approach and engagement in this topic. Since I've first spoken to the studio mentors, I've felt nothing but support and motivation about my work and joining the team. What strongly inspires me in the work Ink does, is delivering solutions with people's best interest at heart. Therefore, because of all the above, I believe the supervisory team for this project will inspire me to expand my horizon, motivate me to bring academic knowledge into a real-life design project and most importantly, enjoy the learning process.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

